

THE  
Connecticut Common School Journal  
AND  
ANNALS OF EDUCATION.

EDITED BY D. C. GILMAN.

VOL. VIII.

HARTFORD, APRIL, 1860.

No. 4.

LETTER TO HON. HENRY BARNARD, CHANCELLOR OF THE  
UNIVERSITY OF WISCONSIN, ON SCHOOL MATTERS IN  
CONNECTICUT.

*Meeting of the State Teachers' Association; Suggestion of topics to be discussed. The two Governors. County Convention of School Visitors. The New Haven Teachers' Association Lectures. Course of Study for Common Schools. Prof. Gibbs' on the Study of the English Language. Prof. Goodrich's Death. The New Englander, an Educational Quarterly, &c., &c.*

MY DEAR SIR: Before going to the West, you were good enough to express a desire that I should keep you informed in respect to the educational movement of the State. You know very well that we are not accustomed in that direction to move rapidly, but some things have lately transpired in which you will take an interest, and I do not know how to inform you of them better than through the Common School Journal, for much of what I wish to say to you I wish to say to others in different portions of this State. I need not apologize, surely, for writing from my own point of view, of what comes under my own observation, even though this letter should seem to pertain to New Haven and not to Connecticut.

VOL. VII.

It has just been decided by the Executive Committee of the State Teachers' Association to appoint their annual meeting for 1860, in this city, at some time in the month of May. It could not be held here at the usual period, early in June, for the doctors from all over the country are to have a National Medical Convention beneath the Yale elms at that time. But in May, the legislature will already be in session, and it is thought that through the persons who will thus be brought together, a first-rate meeting of the teachers may carry good influences into every portion of the State. Who will be Governor at that time, will be known before this letter appears; but whether it prove to be Gov. Buckingham or Gov. Seymour, we shall have a staunch friend of common schools in the chair of the Chief Magistrate. You know better than I, what services to the interests of education were rendered by the latter, when previously Governor, and especially how much the Normal Institution at New Britain has been indebted to his official influence and personal aid. I happen to know that while absent in other countries, he evinced a corresponding interest in the schools at home and abroad, and assisted in some very important ways, the accumulation of facts and documents on Public Instruction in Europe, which have already begun to do good work at home. Our present Governor is distinguished not less for an interest in popular schools than for his concern in the higher education. In Norwich, he has not only been for a long time one of the officers of the school district, but he is also one of the most liberal benefactors of the famous Free Academy. It is almost superfluous to say that his influence is always on the side of what is elevating to the entire community. He is one of nature's noblemen. So far as the power of either of these men go, the interests of common schools are not likely to suffer.

It seems very desirable that if the teachers of the State are to come together while the legislature is in session, every effort should be put forth to have a meeting in which some positive and ostensible good shall be accomplished. You have attended many more such Conventions than I, and perhaps will think I am wrong, but it is my decided impression

that many of these gatherings amount to nothing, the whole time being spent in unimportant common-place talk or in trifling details of business, which might and should be settled by a small committee. The advantage of an association is to bring teachers of experience into contact with one another, to lead them to state their difficulties, their observations, their opinions, on a variety of professional topics, and to accomplish a modification and expansion of their views, by means of such discussions. But if those most competent to speak stay away, and those who come either talk on subjects which are already understood, or evince no thought on the newer and more difficult matters which are brought forward for consideration, the meeting becomes uninteresting and almost useless.

It therefore seems to me that before any such Convention meets, able men should be appointed to prepare for it Reports of an elaborate character on certain definite subjects, which shall be announced in advance to the public; and that two or three other persons should be definitely engaged to open the discussion of these reports.

There are many questions which need to be, as the Germans say, thoroughly "ventilated" at the present time. Among them may be mentioned such as these: "The practical difficulties which are found in 'the graded system' of schools, with suggestions for their remedy;" the "comparative advantages of an endowed Academy, (like that in Norwich, for example,) and a public High School, maintained by taxation;" the "principles and methods by which 'special schools' for careless and vagrant children, should be conducted in large towns;" the "defects in our text-books in Geography;" the "reason why so few teachers avail themselves of 'object lessons' for the purpose of awakening the minds of young children;" the "best plan for the study of the English language;" the "proper distribution of the studies of the common school in a systematic and progressive plan." I might name a dozen more topics, on which as on these, there is a decided diversity of opinion among those who are thinking teachers, and a lamentable ignorance among

those who are thoughtless. Why would it not be well for the Executive Committee of the State Association to arrange for at least two or three masterly discussions on such subjects? Could such a procedure fail to arrest the attention of all enlightened educators in the State?

A remarkable sign of life in educational matters has lately been manifested in the repeated meetings of some of the school visitors of New Haven county, for a comparison of views on their official duties and responsibilities. One such meeting was held in Seymour, last autumn, and a second has lately been held here. The number of persons in attendance was not large at either time, but the spirit displayed made it very clear that especially in the country towns more co-operation is needed among the friends of education to secure a higher class of schools and results of a more satisfactory character. In the State at large, our schools and our school committees are now too much isolated. No one knows what his neighbors are accomplishing. We have no more to do with the schools in Hartford, for example, than with the schools in Boston. Improvements adopted in one community remain unknown to others, and thus within a moderate walking distance, we can come upon schools which are conducted on the very best methods, and other schools which belong almost to the dark ages. County Conventions of school visitors and committees, especially if held in connection with the regular Teachers' Institute, might accordingly be the means of exerting a powerful influence for good, at least upon the districts which are remote from the denser villages and cities.

You are aware, I believe, that when Mr. Geo. F. Phelps came here from Norwich to take charge of the Eaton school, he succeeded in inducing the teachers of the city to form a local society for professional improvement. The meetings have been maintained with great spirit. There are about sixty teachers in New Haven, employed by the Board of Education, and with them are associated a few from Fair Haven, and some who are concerned in private schools. The officers of the college and those of the school district are also

interested to some extent in the movement. The sessions are held once a month on Saturday in the High School room of the Institute Building. At almost every meeting, original essays, some of them of high merit, have been read by members of the Association, and generally a formal lecture has also been given. Prof. Thompson, formerly of Pittsburg, and now at the head of a school for young ladies in this town, gave an address on the elements of the English language, and our friend, Mr. Northend of New Britain, spoke at another meeting, on the study of Words. Mr. Elbridge Smith, the scholarly Principal of the Norwich Free Academy, repeated the discourse which he gave in Washington before the National Teachers' Association on the "Claims which Christianity has in American Education." Prof. Greene, of Brown University, the author of the excellent series of Grammars, gave an instructive exposition of the true method of teaching the structure of the English language, and Prof. Gibbs, of Yale College, followed him at the next meeting with a masterly statement of the different kinds of Notions and Relations which are expressed in language, considered as the basis of all grammatical study. Mr. Bailey, the accomplished instructor in the art of elocution in Yale College is to give the next address. The Association has been so successful that I can not doubt that similar meetings would be well maintained at least in the winter months, in all our large towns. As you said in our last conversation, there is always a large body of young and inexperienced teachers before whom may be discussed with advantage, over and over again, the principles which should control a good system of education.

One of the teachers' meetings in New Haven was co-incident with the meeting of the Visitors of the county, and on that occasion an address was given "on the course of study appropriate to the present condition of our graded schools." Three grades, primary, intermediate and grammar, and six years of study, were recognized as important divisions in the school curriculum; and it was urged that with an appointed plan, and with a system of promotions dependent on exam-

inations, the branches of knowledge ordinarily taught in the common school, should be mastered sufficiently between the ages of six and twelve years. It would be inappropriate here to speak very fully of the views brought forward in this lecture, and the only reason for alluding to the subject is to ask that you and others who may see the address in print, (for it has been published by the Board of Education,) will make known the results of their observation and experience, that if too much has been projected in this scheme, it may be curtailed, and if too little, it may be expanded. In New Haven there has been a considerable difference in the opinions that have been expressed, so much at any rate, as to make it clear that the whole matter needs very careful consideration on the part of those who are concerned in the administration of our existing system.

On one branch of study, perhaps the most important of all, the *English Language*, Prof. Gibbs has prepared an article for the next "*New Englander*," in that thorough and scientific manner which is so characteristic of the man. The scheme which he projects will commend itself as complete, to every experienced teacher, but unfortunately, for the want of good text-books, it will be long before we shall see it entirely carried out. He directs attention, successively, to eight requisites in the common school instruction. The first of these is the *Spelling-Book*, which we have in use already, but for which Prof. Gibbs suggests some important improvements, especially on one point, the arrangement of the alphabet. With the spelling-book he associates the *English Reader*. The second desideratum of which he speaks is in the *English Accidence*, by which the pupil shall be led to know the inflections or accidental changes of words in continuous discourse, as opposed to the more permanent changes which are seen in etymology, or the formation of words. The third book needed in such a course is one which shall exhibit the *Etymology* or the permanent changes in the forms of words. For this the name of the Verbal Analysis is suggested. The next requisite, it is claimed, is the *Analysis of Language, considered as Thought*. To this much time is



now bestowed in most of our good schools. In the fifth place, the study of Words, in respect to their force and meaning is urged, especially their transition from one meaning to another, or *Semasiology*. Here comes in the proper use of the Dictionary. The next topic is an account of the *Figures of Speech*, or *Syntax Ornata*, and the seventh is *Versification*. Finally, he calls attention to the *Written Language*, including the principles of punctuation.

You will not fail to observe that this course is limited to what may be accomplished in the common schools, in which most of the teachers are not supposed to be acquainted with any other language than their own. It seems to me quite within our reach, although in advance of what is now attained. I wish that every teacher would read the whole article, for while he might sigh in vain for text-books which are appropriate to all these subordinate topics, he could not fail to receive a just and comprehensive idea of what the study of the English language ought to be in all our common schools.

Let me ask if you are aware how deep an interest is taken by Prof. Gibbs in our system of public education. His duties as a professor in a Theological Seminary might be supposed to draw him away from the places of popular instruction, and his studies are of that abstruse character which at first thought might to some appear disconnected from the wants of common minds. But it is not so. I have seen him in the Normal School, the High School, the Graded School, always interested and always ready to lend a helping hand; and you know very well that his contributions to philological studies have been sown both far and near. The more such scholars as he are brought into connection with our system of public schools, the better will it be for the community.

Prof. Goodrich, whose recent death we are mourning, in a very different way contributed also of his time and strength to the advancement of popular education. His revision of Webster's Dictionary has probably reached more teachers of this country than any other book in the language except the Bible; but this was by no means his only service to the

cause of popular education. Throughout the State and throughout the country his loss will be severely felt.

How the old men go! I have not been out of college long, but eight of my instructors are already departed from their active service,—Silliman and Fitch, who happily still live, Kingsley, Olmsted, Taylor, Goodrich, Stanley, Norton,—one for each year!

It is hardly fair to give you the *New Englander* in advance, but I am sure that you will be interested in hearing that President Woolsey's Discourse on Prof. Goodrich will appear in the May number. Except your own *Journal*, I know of no Quarterly which discusses so ably and so frequently educational topics as the *New Englander*. Indeed, both you and Mr. Kingsley do so much for the public good without any adequate pecuniary return, that I think it a positive duty for all your friends to speak a good word for you wherever there is a chance. We benefit the public by urging the universal diffusion of two such periodicals.

My letter is already too long, and yet I have left unsaid the half which I meant to speak of. Your friends in this region watch your movements with the deepest concern, and hope that the far reaching plans which you have made for the rising republic of Wisconsin, will not be embarrassed for the want of friends or funds, but will leave to the beneficial results which are so near to your heart.

I remain, dear Sir, as ever, with high respect,

Your friend very truly,

DAVID C. GILMAN.

*Yale College Library, March 9, 1860.*

---



## THE F SOUND IN ENGLISH.

[The various works of Dean Trench, especially that on "the Study of Words," have tended to make popular inquiries in respect to our English Etymology. But there is a kindred or subordinate theme, which has as yet received but little attention,—the genealogy of alphabetic sounds as sounds. A knowledge of the origin of the various sounds employed in our language, their relation to the sounds in other languages, and of the different methods of expressing in writing the same vocal element, would be at once interesting and useful. As an illustration of what may be done in this study, we give the following curious monograph by Prof. J. W. Gibbs.

EDITOR.]

F is the sixth letter of the English alphabet, having a definite well known sound. This sound is also expressed in English by the digraph *ph* (*p* + *h*) and *gh*.

In the present state of philological science, it seems desirable to inquire into the origin or genesis of the English alphabetic sounds. Such an inquiry, in regard to the *f* sound, leads to the following conclusions.

1. The English *f* sound, in words of Teutonic origin, is not an original sound in such words, but corresponds, according to Grimm's famous law of consonant changes, to a *p* in the earlier languages; as,

Sansk. *padas*, Gr. *πός*, (genit. *ποός*,) Lat. *pes*, (genit. *pedis*,) Goth. *foot*, Anglo-Sax. *fo*, Eng. *foot*.

Sansk. *piter*, Gr. *πατήρ*, Lat. *pater*, Goth. *fadar*, Anglo-Sax. *fader*, Eng. *father*.

Sansk. *pra*, Gr. *πρό*, Lat. *pro*, and *prae*, Goth. *faur* and *faura*, Anglo-Sax. *fore* and *for*, Eng. *fore* and *for*.

The Teutonic sound is uniformly written *f*. This change of sound is found in the Teutonic dialects only.

2. The English *f* sound, in words of Latin origin, is not an original sound in such words, but corresponds in our earlier language to *ph*, (= *p* followed by an aspirate,) and in a still earlier language to *bh*, (*b* followed by an aspirate;) as,

Sansk. √ *bhri*, Gr. √ *φρ*, Lat. √ *fer*, Eng. √ *fer* in *refer*.

Sansk. √ *bhu*, Gr. √ *qv*, Lat. √ *fu*, Eng. √ *fu* in *future*.

Sansk. √ *bhrádh*, Gr. √ *ql̥ey*, Lat. √ *flag*, Eng. √ *flag* in *flagitious*.

Gr. √ *qpar/q̥*, Lat. *frater*, whence Eng. *fraternal*.

The Latin sound is uniformly written *f*.

3. The English *f* sound, in words of Greek origin, derived through the Latin or considered as thus derived, is not an original sound in such words, but corresponds also to *bh*, (*b* followed by an aspirate,) in an earlier language; as,

Sansk. √ *bhrádh*, Gr. √ *ql̥ey*, whence Eng. *phlegm*.

Sansk. √ *bhri*, Gr. √ *q̥e̥q̥*, whence Eng. *periphery*.

Sansk. √ *bhu*, Gr. √ *qv*, whence Eng. *neophyte*.

The Greek sound is uniformly written *ph* in Latin, as if to distinguish it from *f*, and also *ph* in English, where, however, it is pronounced like *f*.

These terms are for the most part employed for scientific purposes.

4. The English *f* sound, in words of Shemitish origin, drawn from the New Testament and the Christian religion, although uniformly written *ph*, because coming through the Greek, accords without doubt with the original Shemitish sound; as, *Aleph*, *ephod*, *Pharisee*.

5. The English *f* sound, in words of Shemitish origin, derived from the Arabians, is written by an *f*, and corresponds without doubt to the original Shemitish sound; as *calif*, *setwa*, *giraffe*, *mufti*, *sherif*, *tariff*.

6. The English *f* sound, represented by *gh*, in some words of Teutonic origin, is not an original sound in such words, but has arisen from the sound of *g* or *h* within the limits of the Teutonic dialects; as,

Goth. *hlahjan*, Anglo-Sax. *hlīhan*, Eng. *laugh*.

Anglo-Sax. *hreoh* or *hreog*, Eng. *rough*.

Such are the various origins of the *f* sound which is now found in English words.

On the other hand, some words, which have an *f* sound in the older languages, have lost it in modern English.

## Resident Editor's Department.

### THE WAY TO SUCCEED.\*

THE call for well qualified and earnest teachers was never before so great as at the present time,—and the increase of the number of efficient instructors merely serves to increase the demand for more of “the same sort.” Communities which have always received the services of poorly qualified teachers are usually satisfied from the fact that they have never had the opportunity for noticing the difference. Our opinions and judgments are often formed by contrast, and without the means for making this we can not truly appreciate the true worth either of an article or individual. In persons and things there are grades of qualities. An article may in itself seem good and right to one who has seen nothing better, and yet when brought into comparison with more complete specimens, its character and value will assume a much lower position. It is equally so with individuals and particularly with teachers. If the people of a district have long received the services of a teacher of very limited attainments and moderate efficiency, they may rest satisfied simply because they are in “blissful ignorance” of their true condition, but when the spell is once broken and they are brought to see the happy results attending the efforts of a teacher of the true stamp, they will never again be satisfied with one of an inferior grade. Hence it is true that an increase of the supply augments the demand. The number of districts is yearly increasing in which the right talent is better appreciated and more in demand.

But, says one, “I have been teaching several years and I can not succeed in obtaining any better situation now than I had when I commenced. I have heard much about the increasing call for teachers and the liberal pecuniary inducements offered, but I do not believe one word of such talk.

---

\* This article is taken from the Ohio Educational Monthly, for which it was written by the Resident Editor of this Journal.

A few only secure good situations, and they depend upon some extra efforts of their friends." For many years we have watched the operation of matters, and we can not abandon our opinion that good teachers were at no previous time so well appreciated and rewarded as they are at the present time. It is undoubtedly true that occasionally an incompetent and undeserving teacher gains an eligible position, while his really more deserving rival is left unemployed. But such elevation and such neglect will prove only ephemeral. True merit will, sooner or later, attract attention and secure true promotion while the temporary exaltation of the undeserving will only result in certain abasement.

Our position is that the business of teaching opens an increasingly extensive field for usefulness and pecuniary compensation, to those who are truly deserving. But it should not be forgotten that success and prosperity do not come of themselves. As failure is usually the result of inability to manage, or error in management, so success usually attends well directed ability.

When we hear teachers complaining that they are not properly appreciated nor properly rewarded, we shall find, almost invariably, that the fault is in themselves and not in their employers. If one enters upon the business of instruction with a feeling that his qualifications can not be increased, and with the impression that teachers' meetings, institutes, educational books and periodicals are of no avail to him, he will not rise either in true merit or in the estimation of the community. But to him who enters the profession with an abiding conviction that the work before him is a noble work, ever calling for higher qualifications, newer aspirations and more entire devotion, personal and professional improvement will be made and true elevation and deserved compensation will follow.

Again, if one engages in teaching with the impression that his entire duty will be performed and his entire responsibilities met by devoting six hours daily, to the work of the school-room, he will neither increase his qualifications nor rise in the estimation of the public. But he whose plans, energies and time are wisely and earnestly given to the good of his school

and of the community in which he is called to labor, will become a growing man in his profession, and his services will be duly honored and generously rewarded. There may be exceptions to these, but they will prove mere exceptions and of rare occurrence. The truly deserving may for a time suffer from neglect and lack of appreciation on the part of the public, but it will be only for a time. True merit combined with persevering and judicious effort will, in time, lead to true exaltation and success.

To the teacher who would hope to succeed, we would say: Be always learning, yet never feel that you are a paragon of wisdom. Be active in aiding all the educational operations of the day so far as possible. Aim daily to promote your own improvement, and rejoice daily in the improvement and elevation of your brother teachers. Be devoted to your work, and let pupils and parents feel that your time and talents and acquirements are constantly devoted to their good and their improvement, and that in all proper ways and at all suitable times your words, example and influence shall be used for the good of the rising generation, and you will neither lack for friends, for appreciation, nor for compensation. The earnest, growing teacher will surely come to be in demand, while the anti-progressive one will be left to occupy some subordinate position.

---

#### HINTS TO TEACHERS OF READING.

BY M. T. BROWN.

It is simply unnecessary to urge the *importance* of reading, as a branch of school study. Whoever may question the utility of any other branch, no one rules *this* out of his list of essentials. Since the days when the "three R's" held almost exclusive sway in the common school until now, Reading has steadily held its place of first importance, in all "schemes," or "course of study." Indeed, it is now generally conceded that no education is tolerably complete, without the ability to render the written thoughts of others

in an easy, fluent and graceful manner. To render a poetic or prose selection with appropriate *feeling*, as well as with a due regard to grammatical construction, enunciation and pronunciation, should be the aim of instruction in this branch; then reading becomes a *fine art*, as well as a polite accomplishment; and to read becomes something more than a dull repetition of words.

Reflect a moment that the bad elocution, which from the pulpit, platform or forum, burdens and pains the ear, is the result of early neglect on the part of the teacher; of early mismanagement of the voice in the primary schools; and you must concede the importance of more thorough preparation on the part of those who essay to teach this most important and difficult art.

As in politics, there are hostile parties dividing upon bank or tariff—as in religion, there are various sects, so in the teaching of reading, where so much depends upon the *taste*, as well as the scholarship of the teacher, it is not surprising to find wide differences of opinion as to methods of instruction. Let us indicate two classes of teachers, representing different if not *rival* philosophers!

The one of these classes is anxious to adopt all the aids which science has rendered, both in its description of the organs producing speech, and in the analysis of the powers of the human voice. The teachers of this class recognize and insist upon an exact and careful enunciation of the elements of speech, frequently repeated, until the pupil knows each of the forty-three simple elements entering into his talk so continually. They recognize Reading as an Art, and like every other art illustrating the force and propriety of *rules*, as concise statements of underlying principles. They assert that there is such a thing as *correct taste*, in reading, as in music, painting, or sculpture, and that the reader should be held amenable to violated laws, in the one case, as certainly as in the other. They hold that beyond individual caprice or whim, there are fixed laws for the expression of sense and sentiment; that there is a right and a wrong, an artistic and an inartistic, in reading; that the rule of the Elocutionist is



but a *description* of the manner in which every man of one hundred will express himself, under the influence of a given passion or emotion, and became a *rule* precisely because it is universal, your mode and mine, of expression.

To this class of teachers (it is to be hoped an increasing one) the great work of Dr. Rush, entitled "The Philosophy of the Human Voice," will prove a mine of definite and comprehensive instruction. The works of Wm. Russell, the Elocutionist, whose illustrations of the art of reading have been more generally copied than acknowledged, furnish suggestions which no teacher of reading can afford to be without.

The other, and more numerous class of teachers, say, in effect, "Avoid all rules!" "To teach by rule makes the reader mechanical in utterance, artificial in tones, precise and stiff in enunciation, and unnatural in modulation!"

Such teachers will criticise their classes by the use of such general directions, as, "*Read naturally!*" "*Read this selection just as you would talk!*" Now to all such criticism the objection is ready, that it lacks point and meaning, and needs an interpreter badly! It is all very fine to repeat your talismanic "Be natural," but what do you mean by the term in this connection? Will not the pupil understand "nature" to be synonymous with custom, and so read as his second nature, habit, suggests?

Depend upon it, you may again and again pry your contumacious pupil out of the worn ruts of a bad habit in utterance, by repeating this or some other sounding term, only to witness him again and again relapse into the same error. He has heard you and other teachers repeat the unhappy generality one hundred times, and so when you again repeat your desire that he should "drop his reading tone and become *natural*," he perhaps raises the pitch of voice, increases force, quickens his rate of utterance, and so goes on with his "tone" to the end of the chapter!

Remember! We would urge no objection to the use of this word, "nature," except that it is entirely too general. It is a just, true, but *exhaustive* word. It means too much

and confuses your pupil. We remember to have heard a learned Professor of Chemistry in Yale College, say in reference to a technical term of quaint orthography, "This term, young gentlemen, seems to have been invented as a convenient shield for our ignorance of the true process of nature, and you will observe that it answers its purpose well!" In this instance it answers no higher purpose, with most who use it, than to conceal a lack of power to criticise and correct. If the teacher chooses to use this term we shall have no quarrel with him, provided he proceeds to show his pupils that Elocutionists' rules are founded in *nature* and *never in caprice*; that these rules are only transcripts of universal modes of expression, and that a reason lies right beneath each rule.

Thus in the expression of the passion of Anger, the rule requires increase of force or loudness, and a higher pitch. We shall find that the physical organization sympathizes with, or rather helps express the passion, as well as the voice. There is an increased action of the circulatory organs, the muscular and nervous action is increased, and what wonder that a corresponding effect marks the utterance!

In inflections—pronounce the word *ah!* as a simple response to a pleasant narrative. Notice that the voice slides upward one or two notes of the musical scale. Surprise will carry the voice up three or five notes, and intense astonishment a full octave, or even more!

But it is not necessary to multiply examples. Only let us suggest that the more frequently you show the pupil the correspondence between what you term *nature*, and just rules of expression, the more marked and satisfactory you will find his progress.

How shall we define good reading? Here are two exhaustive definitions, defining the art of reading accurately:

"The art of reading consists in having all the constituents of speech, whether alphabetic or expressive, under complete control, that they may be properly applied for the vivid and elegant delineation of the sense and sentiment of discourse."—*Dr. Rush on the Voice.*

Again:

"Reading is the appropriate intellectual and emotional utterance of written language."—*Wm. Russell.*

We have quoted these two admirable definitions, and urge teachers to notice their requirements, and answer whether reading is really *taught* in many of our schools?

Let us re-state the proposed method suggested by these definitions, only adding that the reading lesson should rarely exceed two stanzas in poetry, or one-half page of prose.

The pupil should be required to,

1st. Analyze and give expression to the thought.

2d. Analyze and give expression to the feeling, sentiment or passion.

3d. Look to the mechanical execution, pronunciation and enunciation.

In the primary school there should be constant practice on the alphabetic elements. We teach the alphabet, we do not teach the true elements of speech. Each reading lesson should be prefaced with an exercise, from a chart of elements, and each pupil so drilled as to be able to give a separate and exact enunciation, and easy execution of the unmixed sounds of the elements.

The exercise may be conducted thus. The teacher pointing to a word, (say *made*) says:

Pronounce the word. (All pronounce it.)

How many letters has this word? (Ans. Four.)

How many sounds has this word? (Ans. Three.)

Which letter has no sound and is silent? (Ans. e.)

Name the letters!

Give the sound of each letter!

The second requirement, namely, to give "emotional utterance" to written language is rarely more than hinted at by a majority of teachers, and yet it is as legitimate a branch of study and trial, this attempt to gain the power to express the emotion or passion, as to give expression to the *meaning* of the selection. In conclusion, let us hope that this noble art may receive a fair share of thought and consideration from those to whom the interests of early education are committed.—*Ohio Educational Monthly.*

## PREVAILING ERRORS.

In educational matters there are certain prevalent errors to the correction of which teachers should direct special effort. It has been too much the case that popular feeling has swayed the teacher and led him to favor, directly or indirectly, views and plans that his own better judgment pronounced unwise or injudicious. Instead of moulding the public mind, and directing or leading the public will, he has passively consented to be led, and that, sometimes, in a way that could not seem right to him.

Now we believe it is not only the teacher's right but his duty to give shape and direction to educational affairs—and it is because so many have failed to hold and express decided and well grounded opinions that false notions and impracticable plans have so frequently and so extensively prevailed. We propose to speak, briefly, of two or three very common errors which seriously and unfavorably affect our schools.

1. *The disposition to send children to school at too early an age.* In most communities it is the practice to send children at the age of four years. Many parents seem to have the impression that sending thus early is absolutely essential to good scholarship. Hence, we often hear such persons boasting of the proficiency their little ones have made in reading at the age of five or six years, regarding such forwardness as a sure indication of future brilliant scholarship. Results, however, will prove it far otherwise. The child who is regarded as a prodigy for his early attainments may, and probably will, in a few years manifest a marked indifference to school duties, and actually fall far behind those who commenced their school lessons some two years later. We believe it will be found in the experience of every teacher that those pupils who commenced learning, from books, at the age of four years, will not be as forward at the age of twelve years as those who commenced at the age of six or seven years. If the perceptive faculties of a child are properly cultivated and directed, he may learn many useful lessons long

before he opens a book for the purpose of learning to read. Let him be taught to observe, to think, to give clear expression to his thoughts, and he will have a basis on which subsequent lessons from books may rest, and from which such lessons will draw much of interest and profit. Among the earliest and most useful exercises for the little ones are object lessons, simple lessons in drawing or copying, singing, manual exercises, etc.,—and even these should not occupy much of their time. With all lessons and exercises for young children, the motto should be: "not long, but thorough or exact."

2. *The early withdrawal of pupils from school.* This is an error of serious magnitude, and one which has increased rapidly within a few years. It is too often that boys and girls, at the age of twelve or thirteen, begin to feel that they have finished their education, and that it will be almost degrading to continue in school until they are seventeen or eighteen years of age. Parents have, in too many instances, favored such feelings and withdrawn their sons and daughters from the schools at a very early age. Such pupils may have passed over much ground, but they have not gained that intellectual discipline and true mental growth which are essential to true scholarship and to success in life. It is often true that a scholar will make more decided and valuable development between the ages of fifteen and seventeen years than during any five previous years.

3. *Too many studies.* Some parents seem to estimate their teacher's success and their children's advancement by the number of different branches that are receiving attention at the same time, when, oftentimes, this very multiplicity is productive of but little real good and of much positive harm. It is far better that two branches be pursued thoroughly and understandingly, than that a half dozen studies be passed over hurriedly and superficially. There has been, too often, a sad lack of thorough learning on the part of the pupil, and of thorough teaching on the part of the instructor. Instead of this let the pupil be taught how to learn, to think, to examine, to investigate, to compare, to apply, and he will be really

better fitted for the business of life, though his attention may have been confined to a few pages of a few books, than he would be if he had "been through" with a score of books in the ordinary way. A mere smattering of all the *ologies* and *osophies*, now before the public, is not of half the importance of a thorough comprehension of a single branch.

4. *A want of accuracy and clearness.* There is in many of our schools a vast amount of vagueness, both in the learning and teaching. This evil is closely connected with the last named, and almost inseparable from it. Parents demand that their children shall pursue many branches and pass over much ground, and, in order to gratify the wishes of parents, teachers often become very superficial in their teaching, and scholars contract very imperfect and injurious habits of learning. In all the exercises of the school there is a sad lack of clearness of understanding and accuracy of expression. Words are repeated but ideas are not grasped. A lad was recently boasting to his grandfather of his skill in arithmetic. "How far have you ciphered?" asked the grandfather. "O nearly to interest," said the boy. "And do you understand subtraction thoroughly?" "Why yes, grandfather, I learnt about that long ago." "Well, what year is this?" "It is 1859." "Very well; now if you take 2 from 1859, how many will remain?" "Two from 1859—why I could tell you in a minute if I had my slate." "But can't you do it mentally?" "Why, yes, I suppose I can; (proceeding in an undertone) 2 from 9 leaves 7; 2 from 5 leaves 3; 2 from 8 leaves 6; 2 from 1, can't—borrow 10; 2 from 11 leaves 9;—why yes, 2 from 1859 leaves 9637." And yet this lad was a member of a school of good reputation in one of our largest cities and had learned subtraction as many others have done.

Space forbids that we should continue this subject. We have named three or four of the common errors in our schools, and if teachers will use judicious efforts to correct them, and to diffuse right views through the community, they will be taking a decided step in the proper direction. Teachers should guide in these matters, and if they will act in harmony, their influence will be potent for good, and these and kindred errors will soon be corrected.



## STORY FOR YOUTH.

## ROBERT AND RACHEL.

ROBERT and Rachel were growing up quite tall, for the latter was between eight and nine years of age, and her brother a year older; they ought, therefore, to have known better than to quarrel. A sad thing it is for young people to give way to a hasty temper.

How sweet it is in peace to live;  
Each other's failings to forgive—  
Each other's burdens bear!  
For love the darkest hour can bless,  
Spread round us beams of happiness,  
And drive away our care.

Rachel and Robert were at play together, under their father's study window, he with his humming top, and she with her skipping rope, when Robert, seeing a long straw on the ground, picked it up and began to balance it on his finger. This he did very cleverly for some time, till his sister, who was fond of a bit of mischief, gave him a push, when down fell the straw to the ground. Robert, instead of taking the act in a good-humored way, rose up into a passion, and an angry quarrel took place.

"You are a provoking thing, Rachel! I wanted to see how long I could balance the straw, and now you have prevented me. I have a great mind to break your skipping-rope, that I have."

"Break my skipping-rope, indeed, you passionate boy! Do you think I am a child?"

"Yes, I think you are a child, and a very silly child too. You are always doing some ill-natured thing or other; I would not be a meddlesome girl for the world."

"And I would not be a foolish, passionate boy on any account. You are always breaking out in your temper, and speaking against girls, and giving yourself airs; but I will leave you to play by yourself."

In a very tossing manner Rachel walked away, and soon began to skip and to sing, as though she was happy. Robert, too, seemed to be altogether taken up with his humming-top, whistling louder than usual, that his sister might hear him.

You can not keep up a fire long without fuel, and anger, like fire, requires feeding to keep it burning. In spite of Rachel's singing and Robert's whistling, their hearts did not feel right. By degrees they came nearer together, and at last said Robert, "Why can not you come and skip here, Rachel? there is plenty of room."

"So I would, Robert, if I should not be in the way of your humming-top."

"Oh, you would not be in the way at all, and if you were, I would move further off. I was foolish in talking about breaking your skipping-rope; I did not mean to break it."

"No, I did not think you did. It was wrong in me to call you names."

"And I also said many things I ought not to have spoken."

"It was all my fault for pushing you when you were balancing that straw; but if you will take it up again, I promise not to touch you at all."

"And I promise that if you do, I will not again be so foolish as to get out of temper about it: kiss me, Rachel, and let us be friends. You are a kind sister to me, and I ought to be a kind brother."

"And so you are a kind brother, Robert, only a little bit quick in your temper, and I am quicker still. But now pick up your straw, for I should like to see how long you can balance it without letting it fall."

Robert turned round to pick up the straw, and saw, to his surprise, his father coming into the garden. The truth flashed on the minds of both Robert and Rachel at once, that though they had thought their father was out walking, he had been in his study all the while, and must have seen and heard all that had taken place; their faces were as red as the roses on the beds around them.

"And what has been the matter?" said their father; "for

your faces tell me that all has not been right with you. What has been the matter?"

"I quarrelled with Rachel, father," said Robert, "but I was out of temper. I am very sorry that I went into such a passion."

"It was my fault, indeed, father," said Rachel; "for when Robert was balancing a straw, I gave him a push and made it fall; it was all my fault."

"My dear children," said their father, "I know all about the matter; and though I am glad to hear you own your faults, and try to excuse one another, yet I really feel ashamed and grieved that my children should be angry and quarrel about a straw. It is not only weakness, but wickedness, to give way to bitterness. If you love one another, you should bear with one another. Though you are now friends, you can not blot out from your memory the ill-natured words you have spoken, and the hard names you have called each other. Do be more watchful over yourselves; for 'He that hath no rule over his own spirit is like a city that is broken down, and without walls. (Prov. 35 : 28.) And doal so be more earnest in your prayers to your heavenly Father, that a spirit of love may be given you. Ask him to help you by his Holy Spirit, that you may be more and more like Jesus; and that, hoping for mercy through faith in his precious blood, you may learn how to forgive one another.—*Selected.*

---

#### GEOGRAPHY;—TOPICALLY.

Much time is devoted to the subject of Geography in our schools, and yet, in many cases, but little is accomplished beyond the mere learning and repeating of words and names. If teachers would occasionally have a section or country studied and recited in accordance with a given arrangement of topics the results would be more satisfactory and profitable. The following is a very good list of topics:

1. Situation; including boundary, latitude and longitude.
2. Physical divisions.

3. Peninsulas, islands, isthmuses, and capes.
4. Mountains, deserts, &c.
5. Capitals and chief cities.
6. Oceans, seas or archipelagos.
7. Gulfs, bays, and harbors.
8. Straits, channels and sounds.
9. Rivers and lakes.
10. State of society ; government.
11. Religion and education.
12. Agricultural productions.
13. Manufactures.
14. Internal improvements.
15. Exports and imports.
16. Miscellaneous,—as modes of traveling, objects of interest, &c.

Let the United States be considered according to the above list of topics. If the pupils have properly-prepared themselves for the recitation they will be able to state all particulars under any topic as it may be called for by the teacher, who will merely repeat the number. A good way to secure the attention of all the class will be for the teacher to give the number indicating the topic and then designate some one to give the answer. This method will be found interesting and profitable. If a pupil makes a mistake or omits any important particular let others have an opportunity to make correction or addition. The above list of topics covers the whole ground, and any boy who can give intelligent answers to them must have a good understanding of the subject, while one who has been through the book according to the usual "question and answer" style may possess very limited and indefinite ideas of the subject.

---

#### LOCAL AND PERSONAL.

**ASHFORD.** We learn that Mr. Caleb Bosworth has succeeded Mr. Gaylord as Principal of the Academy.

**NEW LONDON.** The teachers of this city are doing what they can for mutual improvement and professional advancement. They hold monthly meetings which are well attended.

We recently had the pleasure of spending a few minutes in the schools of Messrs. Jennings, Marsh and White. These schools all appeared remarkably well. While in the High School we were much pleased with the familiar manner in which a lesson in Latin was discussed, showing, as it did, the most friendly relations between the teacher and his pupils. Such an exercise might be called a "mind-sharpener."

In the schools of Messrs. White and Marsh, we saw some specimens of map drawing which were highly creditable. Since our previous visit, the school-house occupied by Mr. Marsh has been greatly improved and is now in excellent condition. The citizens of the Huntington Street district, (Mr. White's,) are about to improve their school accommodations and will, within a year, doubtless, have a first class edifice. The faithful teachers and intelligent pupils of New London deserve good accommodations. Good school-houses always tend to improve the schools and increase the interest of teachers and pupils. A want of time prevented our calling at the other schools, but we learned that all were doing well. We should except, however, a brief call at the primary school of Miss Scott, where we found an active teacher and nearly fifty pupils in a *very uncomfortable* and unsuitable room.

**GREENWICH.** The graded school in this place has been under the charge of Mr. Charles H. Wright for the last two years or longer. He has gained the confidence of the people and done much for the elevation of the school. He is assisted by Misses Roberts and Eddy, all earnest and competent teachers, and with a ready and active co-operation on the part of the district, the school must progress rapidly. On the afternoon of our visit we met nearly one hundred and fifty of the citizens at the school, where we listened to interesting exercises from the pupils.

**NEW HAVEN.** C. C. Kimball, Esq., for the last four years Principal of the Webster School has resigned his situation on account of ill health. He has labored with fidelity and success and will leave the school in good condition. We know not who is to be his successor. Our best wishes attend friend Kimball, and we hope that with restored health and renewed energies he may at no distant day resume the duties of his chosen profession.

**M. T. BROWN.** We are sure the many friends of Mr. Brown will be glad to see his article on Reading, in the present number, and

no less glad to hear that he is accomplishing a good work as Superintendent of Schools in Toledo, Ohio.

**NORMAL SCHOOL.** The next term of the Normal School will commence on Wednesday, the 11th inst., and all desirous of attending should make immediate application to Hon. David N. Camp, New Britain.

**TEACHERS' INSTITUTES** will be held at MERIDEN, in New Haven county, during the week commencing the 9th inst., and at EAST HADDAM, Middlesex county, during the week commencing 23d inst.

**STATE TEACHERS' ASSOCIATION.** The next annual meeting of this Association will be held in the city of New Haven during the last week of May, and we trust it may prove one of the largest and most profitable Educational Meetings ever held in the State. The "Order of Exercises" will be published in our next.

**PENNSYLVANIA.** Our thanks are due to the Hon. Mr. Hicock for a copy of his late and valuable annual report. From it we learn that the number of schools in the State, exclusive of Philadelphia, is

					11,485
Number of male Teachers,	-	-	-	-	8,431
" " female "	-	-	-	-	5,640
<hr/>					
Total number of Teachers,	-	-	-	-	14,071

What an influence for good might these fourteen thousand teachers exert if all were competent, faithful and earnest! But we learn from the report, that a large number manifest but little true interest in their work, though we rejoice to learn that there is an upward tendency, and that from year to year there is some gain in the qualification of teachers, and interest of the people. Mr. Hicock has evidently labored with much zeal and good judgment.

We also learn that Thomas H. Burrowes, LL. D., for many years editor of the Pennsylvania School Journal has been appointed State Superintendent for three years from next June. No man in the State has labored more faithfully and earnestly for the improvement of public schools than Dr. Burrowes, and we wish him abundant success in his new and valuable field of labor.

**KANSAS.** We are indebted to our friend F. N. Blake, Esq., a member of the Kansas legislature, for a copy of the Annual Report of the Superintendent of Schools for Kansas Territory. From it we gather the following:



Number of districts organized,	322
“ of youth between 5 and 21,	7,029
“ of children enrolled in the schools,	2,087
“ of districts in which schools are taught,	186
Amount of money raised to build school-houses,	\$7,045.28
“ of public money for schools,	6,233.67
“ of money raised by private subscription,	6,883.50
Number of districts which have made reports,	88

Hon. S. W. Geer is Superintendent of Public Instruction, and his report, of 51 pages, gives evidence of ability and good sense. May the highest success attend all efforts for common schools in this newly settled region.

**BIRMINGHAM.** We learn, with pleasure, that Mr. F. Durand, for the last four years a teacher in Derby, has been elected Principal of the graded school in B. This is a good appointment. Mr. Durand has much of the spirit of the true teacher, and we wish him abundant success.

**SPRINGFIELD, Mass.** From A. PARISH, Esq., the accomplished Principal of the Springfield High School, we have received a copy of the Annual Report of the School Committee. It is an interesting document of 69 pages, but we now can only take the following practical item from a report of Mr. Parish concerning the High School. Some of our teachers may profitably adopt the plans which Mr. P. has so successfully tried. He says:

“THE DEBATING CLUB,” organized during the past year, is a new feature in the school. It was a voluntary association, at first, comprising only a part of the lads, to whom one hour was allowed each Wednesday, for discussion. The exercise took place in the presence of the whole school and such spectators as happened to be present, the Principal of the school presiding over the deliberations. So successful has the experiment proved, and so obviously advantageous the results, that it is made a duty now for all members of the male department to take part in the discussions.

Among the benefits to be derived, the following may be mentioned:

1. It induces the pupil to *think* with a view of accomplishing a specific object.
2. It requires *investigation*, by which the reason is exercised, principles and facts are acquired, and a more elevated character of reading is established.

3. Greater facility and precision in the use of language is obtained by practice in extempore speaking.

4. In no other way can an individual so readily gain that self-possession, that complete self-control and mastery of the mental powers, so often demanded of every one, in such a state of society as ours, and in such times as the present.

THE RECITAL. Akin to the debate we have introduced another exercise, which, for want of a better name, is termed the Recital. The primary object is to cultivate the power of clothing thought in appropriate language, and of presenting it in an easy, colloquial style, to a company of listeners. The pupil may select for a topic anything that will require a description. It may be an event in history, a brief biographical sketch, the relation of current events or a good story. The subject matter for a "*Recital*" may be obtained, after reading a book, by forming a synoptical outline of the same, detailing the more interesting portions with a proper degree of minuteness. Among the topics which have been thus presented, are the following: "Sir JOHN FRANKLIN," in which was given a brief sketch of his life, explorations, loss, expeditions sent in search of him, and the discovery of his remains; "Account of Lady Esther Stanhope," "Grace Darling," "The Sack of Rome," "Aaron Burr," &c.

The exercise is equally adapted to both sexes. While it furnishes many of the advantages of the debate, it affords others of equal value. It accustoms the pupil to comprehend, with promptness and ease, the substance of a volume or subject; induces concentration of thought; cultivates memory; encourages the habit of investigation; affords practice in the use of language; stores the mind with useful information; forms the habit of noticing important facts and events, and imparts the power of presenting information to others with facility and in an agreeable manner.

Information obtained by the labor of one individual and thus presented, comes into the possession of more than a hundred other minds, with little cost of time or effort on their part. The exercise greatly increases the interest of our "general exercises," stimulates the minds of the school to more elevated modes of thought and conversation, and induces a higher and more profitable course of reading.

TO CORRESPONDENTS. We have two or three articles which will appear in due season. We thank our friend, S. J. W., whose articles are always welcome. "Thou God seest me," will appear in our next. D. C. K. from College Hill, Ohio, in our next.

**STRICTLY CONFIDENTIAL.** During the present month we wish to pay our printer \$300 or \$400, and shall be glad of all the aid we can receive. Reader, if you have not paid for the Journal this year, and can do so this month, without inconvenience, you may be assured the dollar will prove very acceptable, and if when you send the dollar you can also favor us with the name of a new subscriber, we will most cordially thank you.

**SPECIAL NOTICE.** MESSRS. GEO. F. PHELPS, of the Eaton School, New Haven; E. F. STRONG, of Bridgeport; A. A. WHITE, of New Haven, and E. R. KEYES, of Brooklyn, are duly authorized to receive subscriptions to the Journal.

**WEBSTER'S PICTORIAL DICTIONARY IN SOUTH AMERICA.** The Merriams have just received an application from the "director of the collegiate institution at Nova Friburgo," Rio Janeiro, for twenty sets of their "Pictorial illustrations only." The professor says, "They would be useful to me in some of the classes of the sciences." The illustrations are never sold separately from the body of the work, but this application indicates a high appreciation of their beauty and utility.—*Springfield Republican.*

---

### MUSIC IN SCHOOLS.

The study of music is one of the most *practical* studies in which men or women can engage. There is no hour of the day, no hour of life, no occupation in which men or women may be engaged, when the power of impressing the human thought or the human sympathies in harmonious numbers, is not only practicable, but where it is not needed. It softens the atmosphere of the boudoir; it makes more pleasant the darkened shop of the artisan; in the street it takes the place of riot and ribaldry; and in whatever association or on whatever occasion, men or women may be gathered, the power of common utterance and human sympathies in these harmonious numbers as expressed by that most majestic organ, the *human voice*, never, never can be heard without moving the heart to its deepest, highest and severest pleasure. More than that, teaching music in the Common Schools is the first step in *physical culture*. It is a step of the *highest* and most *important* character. It is the *culture of the voice*, the human voice, that organ which has more *power* over the world than any other power of which man is the possessor. More than the love of the schools, more than the cunning of the artisan and the craftsman, more than the skill of the professor, the human voice can mould and

direct the masses of men in the right way, to the general good. And there can be no culture of this majestic organ of which alone the poet has well said that it has the power of

"Untwisting all the links that tie  
The hidden soul of harmony"—

there can be no *general* culture of that organ, except it be through music in the Common Schools, to the high and the low, to the learned and the unlearned, to those who have taste and to those who have come to acquire a taste. And to give this power to one and to all, is the only method and the only principle we have to improve and increase us in the use of the finest instrument with which God has strengthened the human system.—Gov. BANKS.

**CHANGE IN THE MEANING OF WORDS.**—The following quotations are taken from a recent work entitled, "A Select Glossary of English Words, used formerly in senses different from their present," in which are traced the changes of a meaning which many current words have undergone:

*Climate*—At present the temperature of a region, but once the region itself.

*Corpse*—Now only used for the body abandoned by the spirit of life, but once for the body of the living man equally as of the dead.

*Desire*—"To desire" is only to look *forward* with longing now; the word has lost the sense of regret or looking *back* upon the lost but still loved.

*Hag*—One of the many words which, formerly, applied to both sexes, are now restrained only to one.

*Mountebank*—Now, any antic fool; but once confined to the quack doctors who, at fairs and such places of resort, having *mounted* on a bank or bench, from thence proclaimed the virtue of their drugs.

*Ostler*—Not formerly, as now, the servant of the inn, having the care of the horses, but the inn-keeper or host, the "host-ler" himself.

*Shrew*—There are now no "shrews" save female ones; but the word like many others now restrained to one sex, was formerly applied to both.

*Sonnet*—A "sonnet" now must consist of exactly fourteen lines, neither more nor less; and these with a fixed arrangement, though admitting a certain relaxation of the rhymes; but "sonnet" used often to be applied to any short poem, especially of an amatory kind.

*Stove*—This word has much narrowed its meaning. Bath, hot-house, any room where air or water was artificially heated, was a "stove" once.

*Tobacconist*—Now the seller, once the smoker of tobacco.

*Uncouth*—Now unformed in manner, ungraceful in behaviour; but once simply unknown.

*Wince*—Now to shrink or start away, as in pain from a stroke or touch; but used always by our earlier authors in the sense of a kick.

THE SKY AN INDICATOR OF THE WEATHER.—The colors of the sky at particular times afford wonderfully good guidance. Not only does a rosy sunset presage fair weather, and a ruddy sunrise, bad weather, but there are other tints which speak with equal clearness and accuracy. A bright yellow sky in the evening indicates wind; a pale yellow, wet; a neutral gray color constitutes a favorable sign in the evening, an unfavorable one in the morning. The clouds again are full of meaning in themselves. If their forms are soft, undefined, and feathery, the weather will be fine; if the edges are hard, sharp, definite, it will be foul. Generally speaking, any deep, unusual hues betoken wind or rain; while the more quiet and delicate tints bespeak fair weather. Simple as these maxims are, the British Board of Trade has thought fit to publish them for the use of sea-faring men.

---

#### BOOK NOTICES.

AMERICAN NORMAL SCHOOLS: Their theory, their workings, their results as embodied in the proceedings of the first annual Convention of the American Normal School Association, held at Trenton, N. J., August, 1859.

A. S. Barnes & Burr, of New York, have published in a neat 8vo, of 113 pages, the doings of this Association, which can not fail of interesting all who are interested in the success of Normal Schools. It contains valuable papers from Prof. Crosby, of Salem, Mass., Prof. Ogden, of Pennsylvania, Prof. Edwards of St. Louis, reports from the different State Normal Schools.

In the discussions, we have the remarks of Dr. Emerson, Profs. Camp, Phelps, Hovey, Smith, Colburn, Parish, Sawyer, Wickersham, Dickinson, Bigelow, Gov. Boutwell and others. The volume is a valuable one and worthy of a place in every Teacher's library.

SELF-EDUCATION; or, the Means and Art of Moral Progress; translated from the French of Degerando.

This is a very attractive 12mo. of 468 pages. The sections are on the following subjects:

1. The nature of human faculties.
2. Employment of the moral powers.
3. Fruits of self-government.

4. The harmony between the love of excellence and self-government.
5. Inward discipline.
6. Discipline and external circumstances.

We believe no one can read this volume without being made better by it. The subjects are all important, and treated in a clear and interesting style. [See advertisement of T. O. H. P. Burnham.]

**THE ATLANTIC MONTHLY.** The April number of this excellent Magazine is before us, and is, as usual, filled with interesting matter. Among the articles are: "The Laws of Beauty; Found and Lost; An Experience; About Thieves; The Pursuit of Knowledge under Difficulties: The Portrait; Bardic Symbols; Hunting a Pan; Kepler; Pleasure-Pain; The Professor's Story; Lost Beliefs; The Mexicans and their Country."

For three dollars we will send the Atlantic Monthly and our Journal to any address.

**ADVERTISEMENTS.** We would call special attention to our advertising pages, several of which are new.

**MESSERS. GOULD & LINCOLN** advertise some excellent books. We shall speak of Barton's Grammar in our next.

**MESSERS. BOARDMAN, GRAY & Co.,** advertise a School Piano, to which we would call particular attention. We believe they make an excellent instrument, and that they will fully accomplish all they promise.

**THE NORWICH JUBILEE.** J. W. Stedman, Esq., editor of the Norwich Aurora, has published a beautiful volume containing a detailed and highly interesting account of Proceedings, Addresses, etc., in connection with the late Centennial Celebration of this pleasant city. The book is a very readable and instructive one. Mr. Stedman proposes to send a copy, postage paid, to any address, as follows:

Half Calif, library style, for	-	-	-	-	\$2.00
Cloth,	-	-	-	-	1.75
Paper Covers,	-	-	-	-	1.50

---



---

### CONTENTS.—APRIL, 1860.

	Page.
Letter to Henry Barnard,	97
The F Sound in English,	105
<i>Resident Editor's Department.</i>	
The Way to Succeed,	107
Hints to Teachers of Reading,	109
Prevailing Errors,	114
Story for Youth,	117
Geography—Topically,	119
Local and Personal,	120
Items,	125
Book Notices,	127